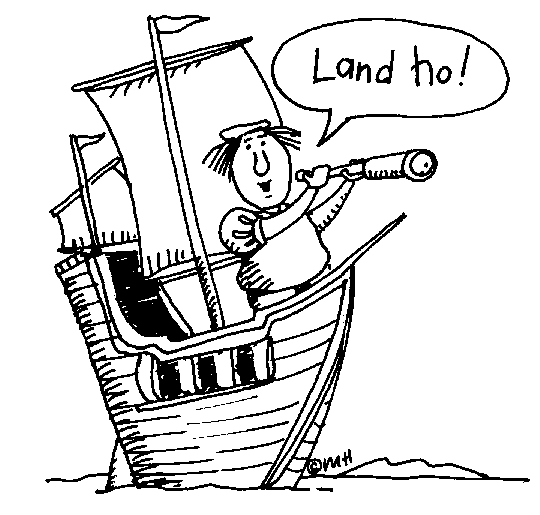
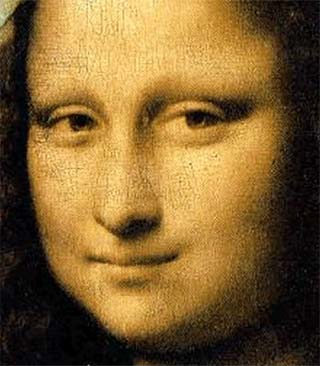
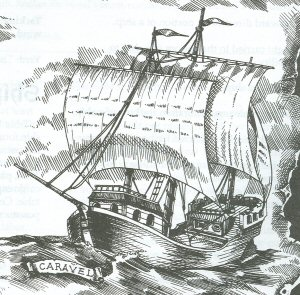
World History II

Quarter II Syllabus\*

Early Modern Times

(1300-1800)





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| --- | --- |
| Topics | Themes |
| Unit I Early Modern Times (1300-1800)  The Renaissance, Reformation & Scientific Revolution  The Beginnings of our Global Age:  Europe, Africa & Asia  The Beginnings of our Global Age:  Europe and the American  The Age of Absolutism  Unit II Enlightenment & Revolution (1700-1850)  The Enlightenment & the American Revolution  The French Revolution & Napoleon  The Industrial Revolution Begins | Cultural Diffusion  Science  Conflict  Technology and Trade  Economic Systems  Genocide  Democracy, Political Systems & Revolution  Cooperation, Conflict, Impact of the Individual, Political Systems  Democracy, Nationalism, Revolution  Economic Systems, Technology |

Assessments

* Section Presentations
* “Great Person Theory” Presentation
* Miscellaneous Assignments
* Current Event II
* Quizzes
* Tests
* Syllabus is subject to change, per teacher discretion, student and administrative input.

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| --- | --- | --- | --- | --- | --- |
| **Date** | | **Before Class PREP** | **Topics Covered in Class** | **HW/**  **Assignments** | |
| WEEK 1 | | | | | |
| 1-2 | NOV 2 | Read over TOK Handout | TOK questions for Term Paper | Upload TOK Qs for Term Paper | |
| NOV 3 | |  | | | |
| 3-4 | NOV 4 |  | School Canceled- Hurricane Thomas |  |
| 5 | NOV 5 |  | School Canceled- Hurricane Thomas |  | |
| WEEK 2 | | | | | |
| NOV 8 | |  | | | |
| 6-7 | NOV 9 | Identify sources for RP | Annotated Bibliography for Term Paper | Bring posters. | |
| NOV 10 | |  | | | |
| 8-9 | NOV 11 | Identify sources for RP | Annotated Bibliography for Term Paper  Work on Modern Era posters | Upload Bibliography | |
| 10 | NOV 12 |  | PTS CONFERENCES |  | |
| WEEK 3 | | | | | |
| NOV 15 | |  | | | |
| 11-12 | NOV 16 | * Read TB 84-89. * Read TB 90-93. | Introduction: The Beginnings of Our Global Age  The Search for Spices (GK)  Turbulent Centuries in Africa (MS) | * Complete Qs 2-6 on TB 89. * Complete Qs 2-6 on TB 93 | |
| NOV 17 | |  | | | |
| 13-14 | NOV 18 | * Read TB 95-98. * Read TB 99-103. | European Footholds in South & Southeast Asia (AC)  Encounters in East Asia (GS) | * Complete Qs 3-6 on TB 98. * Complete Qs 3-6 on TB 103. | |
| 15 | NOV 19 | - Read TB 110-114. | Conquest of the Americas (SC) | - Complete Qs 3-6 on TB 114. | |
| WEEK 4 | | | | | |
| NOV 22 | |  | | | |
| 16-17 | NOV 23 | * Read TB 115-119. * Read TB 120-124. | Elizabeth I (AC)  Spanish & Portuguese Colonies in the Americas (AZ)  Struggle for North America (TP) | -Complete Qs 3-6 on TB 119.  -Complete Qs 3-6 on TB 124. | |
| NOV 24 | | THANKSGIVING HOLIDAY | | | |
| WEEK 5 | | | | | |
| NOV 29 | |  | | | |
| 18-19 | NOV 30 | * Read TB 125-128. * Read TB 129-133. | The Atlantic Slave Trade (CH)  Effects of Global Contact (MM) | * Complete Qs 3-6 on TB 128. * Complete Qs 3-6 on TB 133. | |
| DEC 1 | |  | | | |
| 20-21 | DEC 2 |  | Test on Ch 2 & 3 |  | |
| 22 | DEC 3 |  | The Age of Absolutism |  | |
| Week 6 | | | | | |
| DEC 6 | |  | | | |
| 23-24 | DEC 7 | * Read TB 142-146. * Read TB 148-152. | Phillip II (MS)  Louis XIV (GS)  Spanish Power Grows (OS)  France Under Louis XIV (MM) | * Complete Qs 3-5 on TB 146. * Complete Qs 3-5 on TB 152. | |
| DEC 8 | |  | | | |
| 25-26 | DEC 9 | * Read TB 154-161. * Read TB 163-167. | Parliament Triumphs in England (AC)  Rise of Austria & Prussia (SJ) | * Complete Qs 3-6 on TB 161. * Complete Qs 3-5 on TB 167. | |
| 27 | DEC 10 | - Read TB 168-173. | Catherine the Great (SJ)  Absolute Monarchy in Russia (LK) | - Complete Qs 3-5 on TB 173. | |
| Week 7 | | | | | |
| DEC 13 | |  | | | |
| 28-29 | DEC 14 |  | Test on Chapter 4 |  | |
| DEC 15 | |  | | | |
| 30-31 | DEC 16 |  | Term Paper Work Time:  Develop Term Paper Outline in Class  Review Completing Research for TP | Work on Term Paper over the Holiday. Submit at least thirty (30) note cards after the Holiday. | |
|  | DEC 17 |  | WINTER HOLIDAY |  | |
| Week 8 | | | | | |
| JAN 3 | |  | | | |
| 32-33 | JAN 4 | Read TB 182-186.  Read TB 188-193. | Thomas Hobbes (MM)  Voltaire (LK)  Introduction: Enlightenment & Revolution  Philosophy in the Age of Reason (LK)  Enlightenment Ideas Spread (MS) | * Complete TB Qs 3-5 on TB 186. * Complete TB Qs 3-6 on TB 193. | |
| JAN 5 | |  | | | |
| 34-35 | JAN 6 | Read TB 195-201. | John Locke (GK)  Thomas Jefferson (TP)  Birth of the American Republic (GS)  Spreading the Word of Revolution | Work on Term Paper. Additional Work TBD. | |
| 36 | JAN 7 |  | Test on Chapter 5 | Work on Term Paper. Additional Work TBD. | |
| WEEK 9 | | | | | |
| JAN 10 | |  | | | |
| 37-38 | JAN 11 | Read TB 210-221. | Marie Antoinette (CH)  The French Revolution and Napoleon  On the Eve of the Revolution (CH)  The French Revolution Unfolds (SJ) | Work on Term Paper. Additional Work TBD. | |
| JAN 12 | | | | | |
| 39- 40 | JAN 13 | Read 223-238. | Napoleon (SC)  Radical Days of the Revolution (SC)  The Age of Napoleon  Impact of the Individual | Work on Term Paper. Additional Work TBD. | |
| 40 | JAN 14 |  | Test on Chapter 6 | Work on Term Paper. Additional Work TBD. | |
| WEEK 10 | | | | | |
| JAN 17 | |  | | | |
| 40-41 | JAN 18 | Read 246-253. | Adam Smith (AZ)  The Industrial Revolution Begins  Dawn of the Industrial Age (TP)  Britain Leads the Way (OS) | Work on Term Paper. Additional Work TBD. | |
| JAN 19 | | | | | |
| 41-42 | JAN 20 | Read 254-264. | Karl Marx (OS)  Social Impact of the Industrial Revolution (GK)  New Ways of Thinking &  Economic Systems (AZ) | Work on Term Paper. Additional Work TBD. | |
| 43 | JAN 21 |  | Test on Chapter 7 | Work on Term Paper. Additional Work TBD. | |
| END OF QUARTER | | | | | |

Rubrics:

Section Presentation

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| --- | --- | --- | --- | --- |
|  | **Awesome/Excellent (5)** | **Above Average (4)** | **Average (3)** | **Below Average (2)** |
| **Creativity** | Student employs a highly innovative approach to their presentation. They combine several unique ideas with information to create an informative and entertaining presentation. | Student combines one or two original ideas with information to create an informative and interesting presentation. | Student creates an informative presentation that includes a few interesting details. | Rather than using his/her ideas to make a unique presentation, student copies from an existing source. |
| **Content** | The presentation is highly informative. Student presents all or almost all required information about the topic and includes many fascinating details. Student gathers information from several (3+) appropriate sources. | The presentation is informative. Student presents most of the required information about the topic and illustrates information with some interesting details. Student gathers information from three sources. | The presentation is informative. Student conveys half or less than half of the required information about the topic and illustrates s points with few details. Student gathers information from one or two sources | The presentation is not at all informative; it contains less than half of the required information. Some of the information in it may be incorrect. Student gives few or no details. Student uses only one reference source. |
| **Organization** | The information is very well organized, logically ordered, and easy to follow. Student includes interesting information at each stage in the presentation. | Student conveys information in a logical order, and the presentation is easy to follow and understand. | Student presents the information in a logical order. Generally, the supporting details follow the main points. | The information is not presented logically, and supporting details are missing or misplaced. |
| **Presentation** | Oral Presentation is lively and easy to understand, holds audience interest and is very persuasive. Speaker faces audience throughout presentation and speaks in a clear voice. | Oral presentation is easy to understand and is fairly interesting. Speaker does not face audience at certain points during the presentation, but remains easy to understand. | Oral presentation is easy to understand, but could be more interesting. Speaker does not face audience throughout most of the presentation, but speaks clearly | Oral presentation is difficult to follow. Speaker does not face audience throughout almost the entire presentation and is difficult to understand. |
| **Spelling, Grammar & Neatness** | The written material is very neat and attractively presented. Students use correct spelling and grammar. | The written material is attractive and neat. Students make very few spelling or grammatical errors. | The written material is typed. Students make some spelling and grammatical errors. | The written material is typed, but some sections are hard to read because of spelling and grammatical errors. |

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| --- | --- | --- | --- | --- |
| CATEGORY | 5 | 4 | 3 | 2 |
| Historical Accuracy | All historical information appeared to be accurate and in chronological order. Student submitted a bibliography in which more than three (3) academic sources were consulted. | Almost all historical information appeared to be accurate and in chronological order. Student submitted a bibliography in which three (3) academic sources were consulted. | Most of the historical information was accurate and in chronological order. Student submitted a bibliography in which less than three (3) academic sources were consulted. | Very little of the historical information was accurate and/or in chronological order. Student submitted a bibliography in which student relies on one (1) source of information. |
| Creativity & Role | Student uses a variety of creative activities to engage the audience. Point-of-view, arguments, and solutions proposed were consistently in character. | Student uses some creative activities to engage the audience. Point-of-view, arguments, and solutions proposed were often in character. | Student activities are lack creativity. The audience is not engaged. Point-of-view, arguments, and solutions proposed were sometimes in character. | The student has not prepared any activities to engage the class. Point-of-view, arguments, and solutions proposed were rarely in character. |
| Knowledge Gained | Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why. | Can clearly explain several ways in which his character "saw" things differently than other characters. | Can clearly explain one way in which his character "saw" things differently than other characters. | Cannot explain one way in which his character "saw" things differently than other characters. |
| Required Elements | Student presentation is excellent in creativity and content. Student shares an interesting research question with the class. | Student presentation is above average. The presentation lacks creativity. Student shares a research question with the class. | Student presentation was satisfactory. The presentation could have been much more informative. Student is not able to share a clear research question with the class. | Student preparation is lacking, and the presentation lacks important information. Student has not selected a research question. |
| Props / Costume | Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better. | Student uses 1-2 props that accurately fit the period, and make the presentation better. | Student uses 1-2 props which make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |

Term Paper:

|  |  |
| --- | --- |
| Checked w/ Ms. Clough: | |
|  | Met w/ Ms. Clough to discuss topic and research question(s). |
|  | Initial Bibliography   * Are there enough reliable, valid and authentic sources to complete the paper? * Triangulate! |
|  | Preliminary research (light reading, browsing of materials)  Thesis Statement   * What is the initial answer to the research question(s)?   Outline   * What and/or how many topics will be discussed in the paper? |
|  | Complete research:   * Evidence of researching through note cards and/or notebook.   Outline   * Adjust outlining accordingly.   Thesis   * Revisit, revise thesis statement |
|  | Rough Draft  - Have at least one (1) member of faculty other than Ms. Clough look at my research paper. |
|  | FINAL Paper with ALL components in a folder. |

Extra Credit/Enrichment Opportunities

1. Reaction Paper to a
   1. Historical Movie
   2. Historical Fiction short story and/or novel

Question: How historically accurate is the movie/story/book?

1 page

MLA Format

3 sources

1. Interpret a Painting

1 page

MLA Format

2 sources

1. Analyze a Primary Source/ Artifact

1 page

MLA Format

3 Sources

1. Compile a list of at least five (5) reliable websites on any of the topics discussed this Quarter.
2. Decorate Bulletin Board with information about a Topic.